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General enquiries about the *Autumn Package* should be addressed to the DfES Public Enquiry Unit. You can also e-mail enquiries to:
autumn.package@dfes.gsi.gov.uk

Enquiries about PANDAs should be addressed to OFSTED. Please refer to *Section 6: Useful Contacts*.

INTRODUCTION

Raising educational standards continues to be a main priority for this Government. We want all children to leave school with the knowledge and skills to succeed in the world. This Government's strategy for raising standards makes it important for all schools to build on existing good practice by having high expectations and setting high standards for all pupils, regardless of their circumstances.

The autumn term is an important time for headteachers to lead a review of their school's performance. The *Autumn Package of Pupil Performance Information* will support headteachers with that review and provide information for teachers and governors to use in the process of target setting and school improvement. It encourages schools to use pupil level data to understand differences in performance. All schools should use this information to influence classroom practices and school strategies for raising pupil performance.

Changes for this year's *Autumn Package*

In response to feedback on the 2000 package, and on the Interactive CD-ROM Version, which was sent to schools for the first time last year, some changes have been made to the layout and text of this year's package. Additional analyses are also being made available either in the paper version or on the Standards website. The changes include:

- short, worked examples in each Section
- last year's technical annex text and examples incorporated into the relevant Sections. The Points Scores Equivalencies tables and Average Points Scores Calculation sheet remain in the section now entitled "Ready Reckoners"
- Value Added Line Graphs and Progress Charts for KS2 reading and writing (as well as for English) in Section 2
- Value Added line Graphs and Progress Charts disaggregated by gender available on the Standards website (www.standards.dfes.gov.uk/performance)
- the PANDA report has been combined with the Pre-Inspection Context and School Indicators (PICSi) report. The PANDA now includes an extra page of attainment statistics, as previously appeared in the PICSi.

Using the *Autumn Package*

The *Autumn Package* includes the national data you will need to examine aspects of your school's performance in comparison with either all schools or a group of schools similar to yours. The data is presented in four sections: three contained in this document and the fourth – your school's PANDA – to follow in late October. The PANDA provides you with the appropriate benchmark tables (i.e. for all schools nationally and similar schools as defined in this document) from Section 3 pre-populated with your own school's data, together with other contextual data not used for benchmarking purposes.

The *Autumn Package* should help you answer the questions 'how well are we doing?' and 'what more should we aim to achieve?' If you are new to the *Package* you may find it useful to read the introduction to each of the sections first. This will give you an overview of the types of analysis you will be able to carry out without involving you in the detail of the data.

Each section sets out the steps you should follow to carry out the performance

comparison it describes, and makes suggestions about the school data sets you might wish to use. However, your choice of data sets will depend upon the particular aspect of your school's performance that you wish to explore, and the outcome of a comparison may point to areas for further investigation for which additional data sets might be needed. This year we have included short, worked examples in each section.

Having identified differences in performance, it is important to look for the reasons why. There may well be differences from school to school and between groups of pupils within a school. Although the *Package* may not immediately provide you with the answers, each section includes a list of questions that you may find helpful as a starting point for further investigations.

An important outcome from the examination of performance should be strategies for school improvement that, in turn, should lead to increased pupil achievement. The setting of realistic but challenging targets is an integral part of this process. Using the *Package* to evaluate past performance will provide you with some of the information you will need to support the target setting process in your school.

Section Overview

Section 1 – 2001 National Summary Results

This section enables schools to compare their own performance with recent national results. School PANDAs also contain graphs showing trends in a school's results against national results for previous years.

Section 2 – National Value Added Information

This section provides a means of searching for in depth answers to the question 'how well are we doing?' at the level of individual pupils rather than the whole school. It also helps answer the question 'what more should we aim to achieve?' by supporting the process of target setting. It includes two tools: Value Added Line Graphs and Progress Charts. Value Added Line Graphs are powerful tools for evaluating pupils' progress between key stages. They will enable you to compare the progress of your pupils with progress achieved nationally taking into account prior performance. The Progress Charts provide information to support schools in setting realistic but challenging targets. They make use of the same matched pupil data as the Value Added Line Graphs but present it in a different way.

Section 3 – National Benchmark Information

This section enables you to make more detailed comparisons of your school's performance against national performance results and with schools grouped in two different ways: on the basis of school level prior attainment and on one measure of pupil disadvantage – free school meals. Your PANDA includes information about the performance of your school in relation to other schools that have similar proportions of pupils with free school meals.

Section 4 – Performance and Assessment Report (PANDA)

The OFSTED PANDA report provides you with the appropriate school benchmark tables from Section 3 pre-populated with your own school's data. It also provides a broader overview of the school's context, including information that is not used for benchmarking purposes (such as the proportions of pupils with special educational needs), but which may influence pupil performance.

The PANDA also shows performance trends over time, and comparisons of the performance of boys and girls separately, all against national indicators.

Standards of pupil performance will depend on a variety of factors including the quality of teaching within the school. Inspection examines these factors and, for those schools inspected in the 2000/01 academic year, a summary of the most recent findings is shown, including comparison with other schools nationally.

Please note that the data shown in the PANDA does not reflect the outcomes of any re-markings or reviews, including changes requested by schools prior to publication of school performance tables. DfES review and validate the performance data, and once the revised data are provided to OFSTED, PANDAs will be made available to all schools where the new data significantly changes the interpretations shown.

PANDA reports will be available via the ePANDA website at www.ofstedpandas.gide.net before printed copies are delivered to schools. As soon as PANDAs are available from the website, you will receive a letter with a unique password and some brief instructions to allow you to access your school's PANDA. Should the printed copy of your PANDA report not reach you within two weeks of receipt of that letter, a number will be provided for telephone queries relating to delivery.

The National Summary Data Report (NSDR) is an integral part of the PANDA, and will be made available to schools via the OFSTED website (www.ofsted.gov.uk) during the autumn term. The extensive range of national information in the NSDR enables comparisons with other schools in terms of critical management statistics such as the pupil: teacher ratio and unit costs. The NSDR also gives information on the patterns of strengths and weaknesses nationally, as revealed by inspection evidence. The PANDA highlights where reference to the NSDR is particularly useful.

Section 5 – Ready Reckoners

This section shows you how to allocate point scores to Key Stage performance levels and how to calculate average point scores for your pupils and for your school.

Section 6 – Useful Contacts

Useful contact names and addresses are listed here.

Other Autumn Package Resources

Data and Tools for Further Analysis

- Value Added Line Graphs and Progress Charts disaggregated by gender can be found on the DfES Standards site (www.standards.dfes.gov.uk/performance)
- a CD Interactive Version of the *Autumn Package* to be distributed to schools and available on the Standards site for schools to download
- data showing progress between KS1 tests and the optional tests in Years 3, 4 and

5; and between those years and KS2 tests will be available from December on the QCA website at www.qca.org.uk/ca/tests/optional/index.asp

Guidance Materials

- a new website which will provide guidance with examples on the use of the *Autumn Package* at www.updata.org.uk (available by the end of October 2001)
- the *Autumn Package* as a read-only document, copies of circulars and other documents on target setting, and links to other websites on the Standards site
- the wall chart '*Recognising Progress - Getting the Most from Your Data*' produced by DfES and the Association of Assessment Inspectors and Advisers (AAIA) is available free from the DfES Publication Office (quoting ref: 0253/2000). It shows how you can use the *Autumn Package* to evaluate school performance and links the Five Stage School Improvement Cycle with the Performance Management Cycle.
- the DfES's '*From Targets to Action*' contains advice on target setting, and Circular 11/98 '*Target Setting in Schools*' provides guidance on the statutory requirements for target setting. DfES 0065/2001 *Supporting the Target Setting Process (revised March 2001)* gives guidance on target setting for pupils with special educational needs. These are all available free from the DfES Publication Centre.
- OFSTED's '*School Evaluation Matters*' booklet contains advice on the broader process of school self-evaluation.

SECTION 1

NATIONAL SUMMARY RESULTS

1.1.1 The Purpose Of This Section

The Government has set challenging national targets for pupils' attainment in literacy and numeracy. These targets are:

By 2002:

- 80 per cent of 11 year olds will reach Level 4 or above in English.
- 75 per cent of 11 year olds will reach Level 4 or above in mathematics;

Subject to consultation, we propose to set higher targets for 2004 that:

- 85 per cent of 11 year olds will reach Level 4 or above in each of English and mathematics;
- 35 per cent of 11 year olds will reach Level 5 or above in each of English and mathematics.

Subject to consultation, we also propose to ask schools to set targets for the achievement of their pupils at Level 5 or above in addition to the existing requirement to set targets for Level 4 or above. We propose that schools would not be formally required to set targets for Level 5+ for 2003 until the end of April 2002 but in the meantime encourage you to consider targets for Level 5+ at the same time as Level 4+ this autumn.

This section enables you to compare the performance of your school with national averages and trends. It provides a measure against which you can gauge how successfully your school is contributing towards the achievement of the National Targets.

The national summary information includes the results of all maintained schools (including special schools) in England, and those independent schools that took part in the 2001 KS2 National Curriculum assessments.

DfES circulars 7/98 and 7/99, and QCA's *Assessment and Reporting Arrangements* booklet explain the requirement for headteachers and governors to report to parents the national percentages of pupils at each level of attainment on the National Curriculum scale, in the school prospectus and in the governors' annual report. The national percentages that you will need are included in table 1.3. Please note that the table does not include national figures for speaking and listening teacher assessment.

How To Use the Information

You can use this section to develop a general impression of your school's performance relative to the performance of schools nationally. By comparing your own school's results with the national results, both this year and over time, you can identify those areas where your own results differ most markedly from the national picture.

To Calculate Your School's Figures

When comparing your school's results to the national results you should include all pupils eligible for KS2 assessment in 2001. These include all pupils who were absent or who were disapplied from the test. Most, but not all, of the pupils eligible for the 2001 tests will have been aged 11 at the end of the 2000/2001 school year.

The proportion of pupils achieving performance of a particular level is defined as the number reaching that level divided by the number of pupils eligible for assessment.

Example 1: 32 out of the 40 eligible pupils in a school attained test level 4 or better (23 reached level 4; 8 reached level 5 and 1 reached level 6) while 3 reached level 3, 2 were absent and 3 were disapplied.

The percentage achieving level 4 or above (4+) is $(32/40) \times 100 = 80\%$

The percentage achieving at level 5 is $(8/40) \times 100 = 20\%$

Using **Table 1.1** (page 7) you can compare your results with the national results for all 11 year olds who achieved Level 4 or above, and Level 5 or above in the National Curriculum tests and teacher assessments. Comparisons can be made for boys and for girls separately. The '**Your School's Results**' column in the table is provided for you to enter the relevant data for your school. The '**Difference**' column will show the difference between your school's results and the national results expressed in percentage points (e.g. +2).

The completed tables will be helpful as a focus for discussions on future school improvement strategies. (*Please note: in small schools, an individual pupil's results can have a big impact on the school's results*).

Table 1.1: Percentage of All Pupils achieving Level 4 or above and Level 5 or above in the 2001 Key Stage 2 National Curriculum Tests and Teacher Assessments:

		Level 4 National Results (%)	Your School's Results (%)	Difference in Percentag e Points	Level 5 National Results (%)	Your School's Results (%)	Difference in Percentage Points
ENGLISH	All Pupils	75			29		
	Boys	70			22		
	Girls	80			35		
Reading	All Pupils	82			42		
	Boys	78			36		
	Girls	85			47		
Writing	All Pupils	58			14		
	Boys	50			10		
	Girls	65			18		
MATHEMATICS	All Pupils	71			25		
	Boys	71			27		
	Girls	70			23		
SCIENCE	All Pupils	87			34		
	Boys	87			34		
	Girls	88			34		
ENGLISH Teacher Assessment	All Pupils	72			23		
	Boys	67			18		
	Girls	78			28		
MATHEMATICS Teacher Assessment	All Pupils	74			26		
	Boys	73			27		
	Girls	74			25		
SCIENCE Teacher Assessment	All Pupils	82			29		
	Boys	81			30		
	Girls	83			29		

Some Questions For You To Consider

It is important to probe for reasons that may lie behind the numbers. Answering the questions below will help you to identify areas for improvement:

- Is the performance in English, mathematics and science better or worse than the national average, and in terms of the performances of boys and girls?
- Are the performances of boys and girls consistent across English, mathematics and science?

- Are the results consistent with previous years?
- Have some results shown marked change this year?
- Where results are better than average, can teachers identify features of pupil mix, subject organisation or teaching practices that have particularly contributed to these performances?
- Are any of these features common across subjects?
- Can any of these features be applied elsewhere in the school, especially where performances are below the national average?
- From the comparisons and discussions, what appear to be the emerging priorities for raising pupil performance for the school?

The remaining tables (pages 8 to 11) in this section provide further breakdown of the 2001 end of Key Stage 2 National Curriculum tests, teacher assessments and the trend in the results over the last five years.

Table 1.2: Recent Trends in the Percentage of All Pupils achieving Level 4 or above and Level 5 or above in the 2001 Key Stage 2 National Curriculum Tests and Teacher Assessments:

	Test					Teacher Assessment				
	1997	1998	1999	2000	2001	1997	1998	1999	2000	2001
Level 4 or above										
ENGLISH	63	65	71	75	75	63	65	68	70	72
MATHEMATICS	62	59	69	72	71	64	65	69	72	74
SCIENCE	69	69	78	85	87	69	71	75	79	82
Level 5 or above										
ENGLISH	16	17	22	29	29	17	17	20	22	23
MATHEMATICS	18	17	24	25	25	18	18	22	24	26
SCIENCE	19	16	27	34	34	18	18	23	27	29

Table 1.3: Percentage of All Pupils, Boys and Girls achieving each Level in the 2001 Key Stage 2 Tests and Teacher Assessments in English, Mathematics and Science¹

All Pupils													Boys													Girls												
ENGLISH	D	A	B	N	W	1	2	3	4	5	6	4+	D	A	B	N	W	1	2	3	4	5	6	4+	D	A	B	N	W	1	2	3	4	5	6	4+		
Test	1	1	3	2	-	-	1	17	46	28	0	75	1	2	4	2	-	-	1	20	48	22	0	70	0	1	2	1	-	-	1	14	45	35	0	80		
Reading	1	1	3	3	-	-	-	11	40	42	0	82	1	1	4	3	-	-	-	12	42	36	0	78	0	1	2	2	-	-	-	9	38	47	0	85		
Writing	1	1	3	4	-	-	-	33	44	14	0	58	1	2	4	6	-	-	-	38	40	10	0	50	0	1	2	3	-	-	-	28	47	18	0	65		
Teacher Assessment	0	0	-	-	0	1	5	21	49	23	0	72	0	0	-	-	1	1	6	25	49	18	0	67	0	0	-	-	0	1	4	18	49	28	0	78		
MATHEMATICS	D	A	B	N	W	1	2	3	4	5	6	4+	D	A	B	N	W	1	2	3	4	5	6	4+	D	A	B	N	W	1	2	3	4	5	6	4+		
Test	0	1	2	2	-	-	1	22	46	25	0	71	1	2	3	2	-	-	1	21	44	26	0	71	0	1	2	2	-	-	1	23	47	23	0	70		
Teacher Assessment	0	0	-	-	0	1	4	21	48	25	1	74	0	0	-	-	0	1	5	21	46	26	1	73	0	0	-	-	0	1	4	21	50	24	0	74		
SCIENCE	D	A	B	N	W	1	2	3	4	5	6	4+	D	A	B	N	W	1	2	3	4	5	6	4+	D	A	B	N	W	1	2	3	4	5	6	4+		
Test	0	2	1	0	-	-	0	9	53	34	0	87	1	2	2	0	-	-	0	9	53	34	0	87	0	2	1	0	-	-	0	9	54	33	0	88		
Teacher Assessment	0	0	-	-	0	0	2	15	53	29	0	82	0	0	-	-	0	1	3	15	52	29	0	81	0	0	-	-	0	0	2	14	54	29	0	83		

Notes to the tables

- represents no pupils
- 0% represents some pupils but less than 0.5%
- D represents pupils who have been disapplied under sections 364 / 365 of the Education Act 1996
- A represents pupils who failed to register a level due to absence
- B represents pupils who were assessed by teacher assessment only
- N represents pupils who took the statutory tests but failed to register a level
- W represents pupils who are working towards Level 1

¹ Figures have been rounded and may not total 100%. Pupils were awarded a compensatory Level 2 in statutory tests when they narrowly failed to achieve a Level 3.
www.standards.dfes.gov.uk/performance

Table 1.4: Recent trends in the Percentage of All Pupils, Boys and Girls achieving each Level in Key Stage 2 English, Mathematics and Science Tests ¹.

		All Pupils							Boys							Girls						
		A	B3	3	4	5	6	4+	A	B3	3	4	5	6	4+	A	B3	3	4	5	6	4+
ENGLISH	2001	1	6	17	46	28	0	75	2	7	20	48	22	0	70	1	4	14	45	35	0	80
	2000	2	6	17	46	29	0	75	2	8	20	47	23	0	70	2	4	14	45	34	0	79
	1999	2	7	20	48	22	0	71	2	9	23	48	17	0	65	2	5	17	49	27	0	76
	1998	2	6	26	48	17	0	65	3	9	31	45	12	0	57	2	4	20	50	23	0	73
	1997	3	7	26	48	16	0	63	3	10	30	45	12	0	57	3	5	23	49	20	0	70
MATHEMATICS	2001	1	5	22	46	25	0	71	2	6	21	44	26	0	71	1	5	23	47	23	0	70
	2000	2	5	21	47	24	0	72	2	6	20	45	26	0	72	1	5	22	48	23	0	71
	1999	2	6	23	45	24	0	69	2	6	22	44	25	0	69	2	6	24	47	22	0	69
	1998	2	7	31	42	17	0	59	3	8	30	41	18	0	59	2	7	32	43	15	0	58
	1997	3	7	28	44	18	0	62	3	7	27	43	19	0	63	3	7	29	44	17	0	61
SCIENCE	2001	2	1	9	53	34	0	87	2	2	9	53	34	0	87	2	1	9	54	33	0	88
	2000	2	3	11	50	34	0	85	2	3	11	51	33	0	84	2	2	10	50	35	0	85
	1999	2	3	16	51	27	0	78	2	3	16	50	28	0	79	2	3	17	52	26	0	78
	1998	3	4	23	53	16	0	69	3	5	22	53	17	0	70	3	4	24	54	15	0	69
	1997	3	4	23	50	18	0	69	3	5	23	49	19	0	68	3	4	24	51	18	0	69

¹ Figures will not total 100% because disapplied pupils are not shown. B3 includes the percentage of pupils in B, N and Level 2.

Table 1.5: Recent trends in the percentage of All Pupils, Boys and Girls achieving each Level in Key Stage 2 English, Mathematics and Science Teacher Assessments.

		All Pupils								Boys								Girls							
		W	1	2	3	4	5	6	4+	W	1	2	3	4	5	6	4+	W	1	2	3	4	5	6	4+
ENGLISH	2001	0	1	5	21	49	23	0	72	1	1	6	25	49	18	0	67	0	1	4	18	49	28	0	78
	2000	1	1	5	23	49	22	0	70	1	1	7	26	48	17	0	65	0	1	4	19	49	26	0	76
	1999	0	1	6	25	48	19	0	68	1	1	8	28	47	15	0	62	0	1	4	21	50	24	0	74
	1998	0	1	6	27	48	17	0	65	1	1	8	31	45	13	0	59	0	1	4	23	50	22	0	72
	1997	0	1	7	28	46	17	0	63	1	1	9	32	44	13	0	57	0	1	5	24	49	21	0	70
		W	1	2	3	4	5	6	4+	W	1	2	3	4	5	6	4+	W	1	2	3	4	5	6	4+
MATHEMATICS	2001	0	1	4	21	48	25	1	74	0	1	5	21	46	26	1	73	0	1	4	21	50	24	0	74
	2000	0	1	5	22	48	23	0	72	1	1	5	22	47	24	1	71	0	1	4	22	50	23	0	73
	1999	0	1	5	24	48	22	0	69	0	1	5	24	46	22	0	69	0	1	4	24	49	21	0	70
	1998	0	1	6	28	47	18	0	65	0	1	6	28	45	19	0	64	0	1	5	28	49	17	0	66
	1997	0	1	6	28	46	18	0	64	0	1	6	29	44	19	0	63	0	1	5	28	48	17	0	65
		W	1	2	3	4	5	6	4+	W	1	2	3	4	5	6	4+	W	1	2	3	4	5	6	4+
SCIENCE	2001	0	0	2	15	53	29	0	82	0	1	3	15	52	29	0	81	0	0	2	14	54	29	0	83
	2000	0	1	3	17	52	27	0	79	0	1	3	17	51	27	0	78	0	0	2	16	53	27	0	80
	1999	0	1	3	20	53	23	0	75	0	1	4	20	51	24	0	75	0	0	3	20	54	22	0	76
	1998	0	1	4	24	53	18	0	71	0	1	4	24	51	19	0	70	0	0	3	23	55	17	0	72
	1997	0	1	4	25	51	18	0	69	0	1	5	25	50	19	0	68	0	0	4	25	53	17	0	70

SECTION 2

NATIONAL VALUE ADDED INFORMATION

Using Pupil Level Results

The Purpose Of This Section

The value added information in this section is retrospective as it shows the progress made between KS1 and KS2, by pupils who completed KS2 in 2001. It can be used in two different ways:

- The Value Added Line Graphs can be used retrospectively, to compare the relative progress made by pupils in your school with the progress made by pupils nationally between KS1 and KS2. By using the Value Added Line Graphs at the top of the following pages you should be able to identify areas for further investigation.
- The Progress Charts can be used predictively, to assist in setting realistic but challenging targets for individual pupils, groups or classes and the whole school. The five Progress Charts at the bottom of the pages will support you in this.

Using Value Added Line Graphs to Evaluate Past Performance

What the Line Graphs Show

In Graphs 2.1- 2.5 (pages 16 to 20) the upper sections show the Value Added Line Graph relating pupils' average 1997 KS1 test/task points score to their 2001 KS2 test results in English, reading, writing, mathematics and science. The reading and writing graphs are new this year. The solid line on each graph (the median) shows the KS2 result achieved by a pupil at the middle of the distribution for any given KS1 average points score (i.e. half the pupils with a particular KS1 average points score achieved a KS2 result above the line and half achieved a result below it).

The two dotted lines provide similar information but divide the distribution at different points. The upper line (upper quartile) shows the KS2 result achieved by pupils three quarters of the way up the distribution, and the lower line (lower quartile) shows the result achieved by pupils a quarter of the way up it. Half of all pupils fall on or between the upper and lower quartile lines.

Pupil Level Data You Will Need

To use the Value Added Line Graphs for pupils who completed KS2 in 2001 you will need to have information about each pupil's 1997 KS1 results as well as their current attainment at KS2.

Each pupil should have 1997 KS1 results available for reading, writing, spelling and mathematics. For each of these, Tables 5.1 and 5.2 on page 31 show a "points score" for each outcome. Take the average of these four points scores to get the prior attainment for the pupil. If one or two of the KS1 results are missing, take an average of the points scores for the remaining subjects, or the score for the sole subject.

A pupil's KS1 average points score should be truncated (e.g. 15.7 becomes 15) before plotting it against the *mark* that pupil achieved in a particular KS2 test. On the graphs the KS1 average points score is plotted from the horizontal axis. The KS2 test mark is plotted from the vertical axis. Pupils whose test outcome was below the level 3 threshold - pupils with compensatory 2's,

B or N - should be plotted at just below the level 3 threshold. Pupils who were absent or disapplied for a particular test cannot be plotted for that test, and where possible other information should be used to monitor their progress.

Example 2: A pupil's KS1 results were level 2A in the reading task, level 2B in writing, level 2 in spelling and level 3 in maths. These have points scores of 17, 15, 15 and 21 respectively.

The pupil's prior attainment is $(17+15+15+21)/4 = 68/4 = 17$ and the pupil should be plotted on the vertical grid line of 17.

Another pupil's KS1 results were level 2C in the reading task, level 1 in writing, level L in spelling and absent in maths.

The pupil's prior attainment is $(13+9+9)/3 = 31/3 = 10.3$ and the pupil should be plotted on the vertical grid line of 10.

The accompanying CD-ROM contains the Interactive Version which will plot your pupils for you.

Interpreting Your Results

Having plotted your results, you can identify those pupils who have made relatively good progress (i.e. those who appear at or above the upper quartile line), and others who have made relatively poor progress (i.e. those who appear below the lower quartile line). By comparing your pupils' results in this way, you can get an indication of how well your school is performing in KS2 when KS1 attainment has been taken into account.

To gain a more comprehensive picture of the school's overall performance, you could consider the performance of different groups of pupils within the cohort. For example, the progress of boys compared to girls, and the relative performances of pupils by their minority ethnic group with and without English as Additional Language (EAL) against progress made by the national sample, and then consider the impact this has on the school's overall performance. The better understanding you have of your school's performance, and the variations within it, the more information you will have to help you with the setting of challenging yet realistic targets.

Some Questions For You to Consider:

When analysing your school's performance, it is helpful to probe for reasons why pupils have made better or worse progress than expected. The questions listed below are useful for identifying priorities and strategies for school improvement.

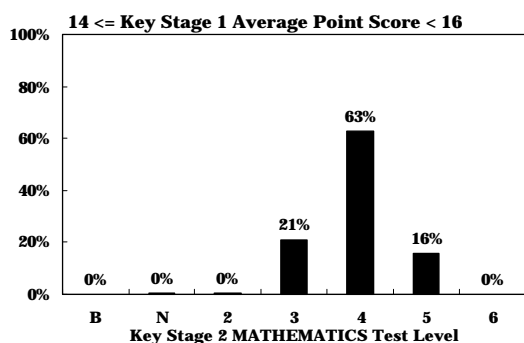
- Are there noticeable differences in the progress made by boys and girls or between other groups, such as those from different ethnic groups? Is this related to pupils in any particular range of performance or to any particular class or set?
- Which pupils have made significantly better or worse progress than others? Can the reasons for this be identified?
- In classes or groups where the majority of pupils make better than average progress, can teachers identify any teaching practices that they think contribute to their success? From the comparisons and discussions, what are the emerging

priorities for the school?

- Is the progress made in different subjects comparable? If not, are there any reasons why this might be?
- Are the schemes of work in the various subjects appropriate to all pupils? Have the prior attainments and potential of pupils played a sufficient part in developing the teaching strategies?
- How have teachers set their expectations of pupils at the beginning of Years 3, 4 and 5? Do pupils with high or low prior attainment generally make the progress expected of them?
- How does the progress shown by pupils (and groups of pupils) relate to their prior performances? What does this tell you about the success of your existing strategies and your priorities for development?
- How far are the strengths and weaknesses identified specific to the particular year group or are they the same for other year groups or the school as a whole? How will you find out so that strengths can be built upon and weaknesses can be addressed?

Using Progress Charts for Target Setting

Below each of the graphs are five Progress Charts. They show for pupils with similar attainments in the 1997 KS1 statutory tests/tasks, the distribution of their attainment in the 2001 KS2 statutory tests. All such charts that relate pupils' performance at one point in time with their performance at a later stage will show a range of outcomes. To select the appropriate chart for a pupil, use that pupil's average KS1 points score.



This Progress Chart shows that for the pupils who had a similar KS1 points score, 21% achieved Level 3 at KS2, 63% achieved Level 4 and 16% achieved Level 5.

Knowing a pupil's average KS1 points score, you can use the information in the Progress Charts and your own wider knowledge of that pupil to establish high expectations and to set realistic but challenging targets. In doing so you will need to take account of the fact that the charts are retrospective - they represent the relationships between assessments that have already taken place. At a national level these relationships will necessarily change as standards rise, and in individual schools the change may be greater as a result of particular school improvement strategies.

All of these changes must be borne in mind when using the charts to set challenging targets for the future. Achieving the proposed KS2 national targets for 2004 of 85% at level 4 and 35% at level 5 will require a substantial improvement in the progress made

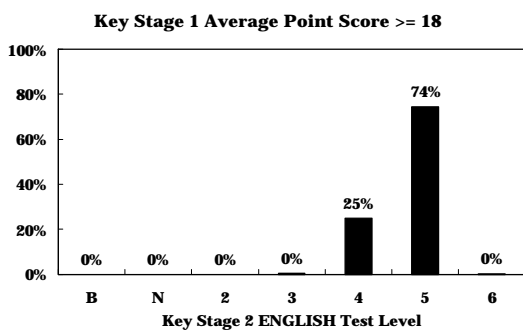
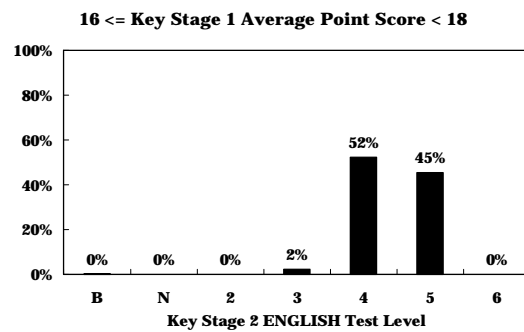
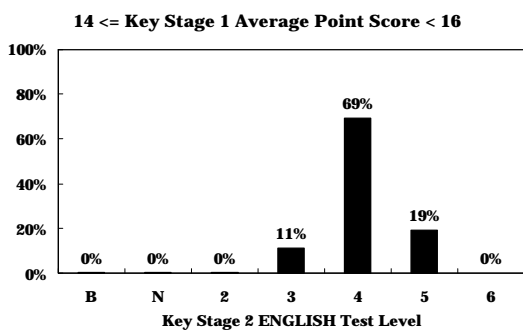
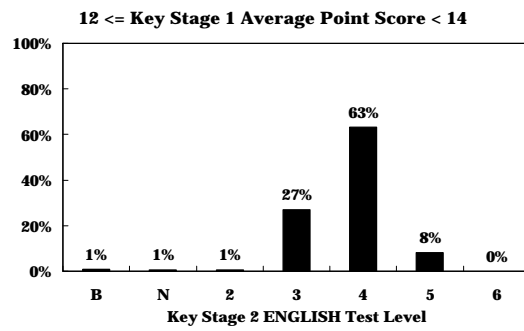
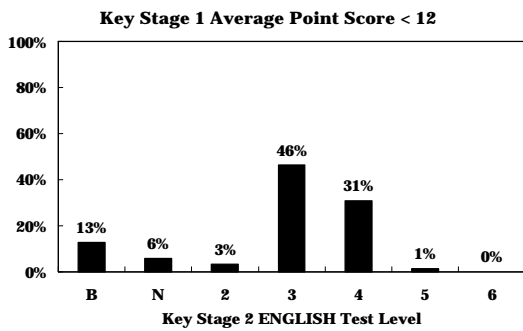
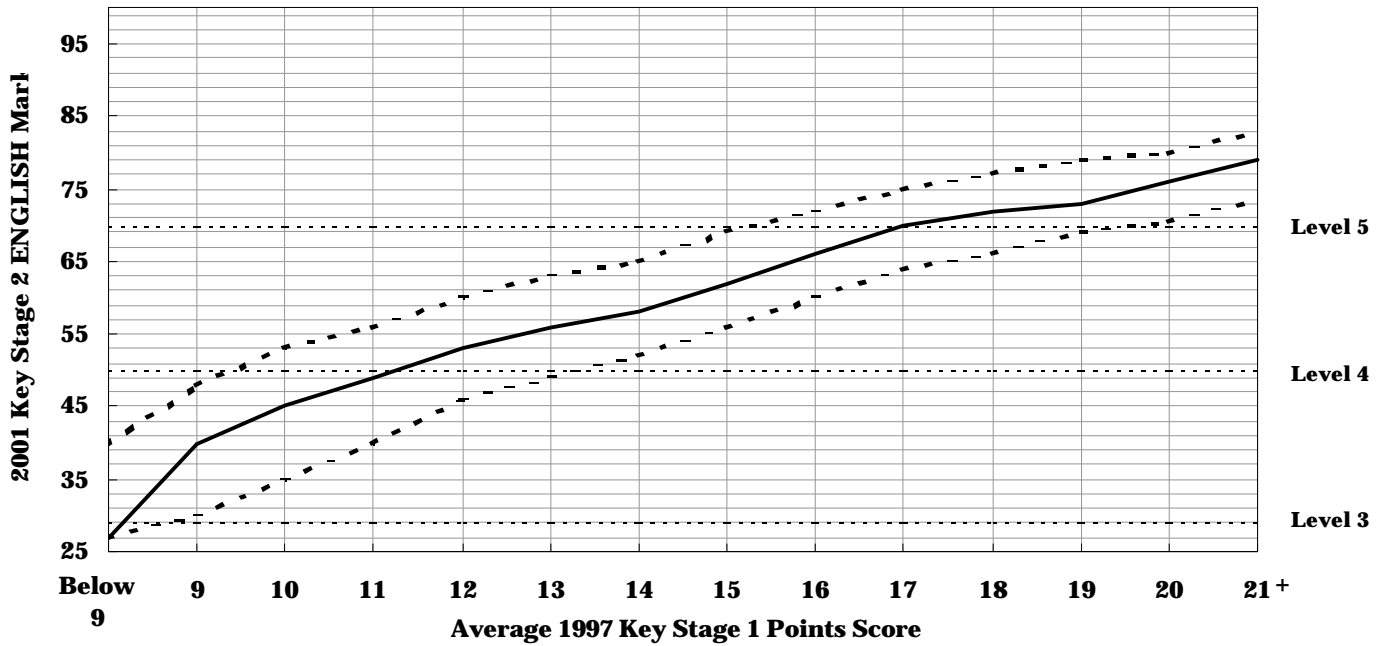
between KS1 and KS2. A table showing the national average progress that pupils would have to make to achieve the 2004 national targets can be found on the DfES Standards website.

For an individual pupil you will also need to take account of any other information available to you. This might include evidence of the pupil's particular strengths and weaknesses. Information from the charts can also be used in discussions with pupils' parents, as a focus for agreeing stretching expectations for their child and to help parents identify how best they can support their child at home. Beyond the setting of targets, teachers will want to use the information to plan appropriate work for their pupils.

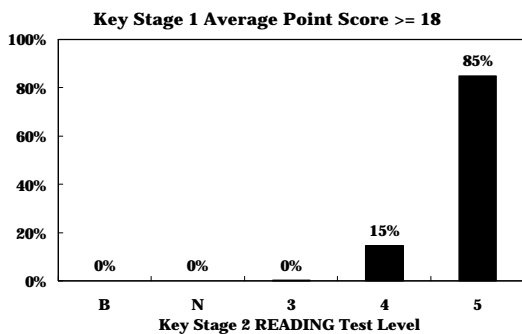
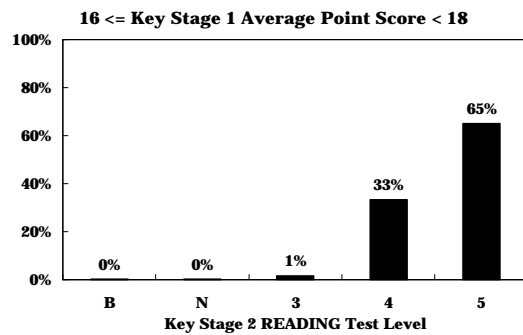
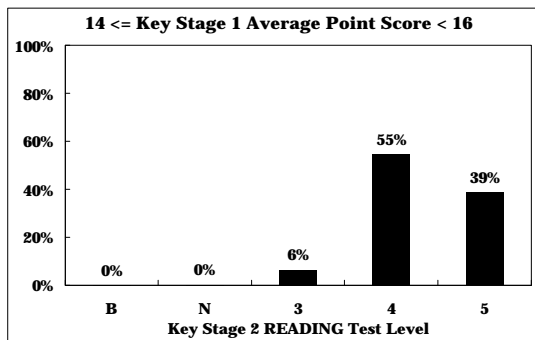
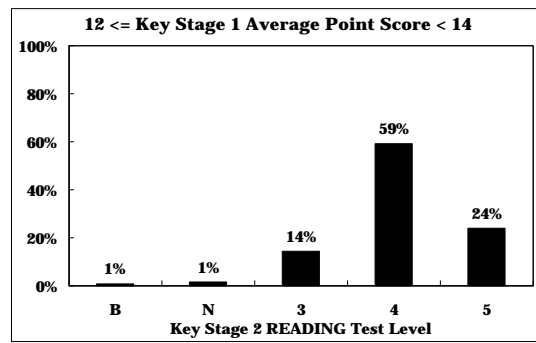
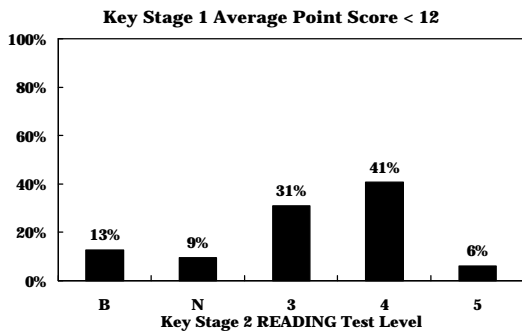
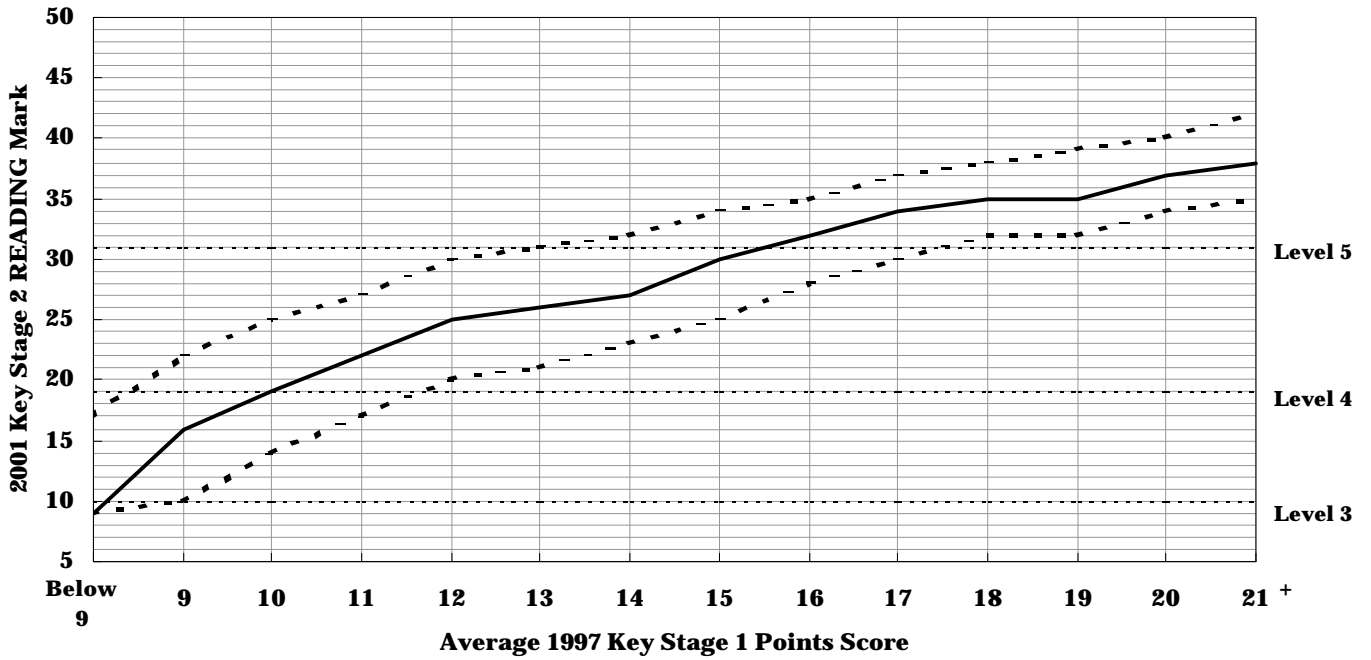
Some Further Questions For You to Consider Include:

- How do parents' and pupils' expectations of future performance compare with the information shown in the Progress Charts?
- If parents' and pupils' own expectations are low, can they identify any particular aspects of work pupils find difficult and where they would benefit from extra help?
- How do teachers' forecasts and expectations for their pupils compare to what the Progress Charts suggest they could achieve? What are the reasons behind any low teacher expectations - what needs to be done, in the classroom or in other ways, to counter low expectations?

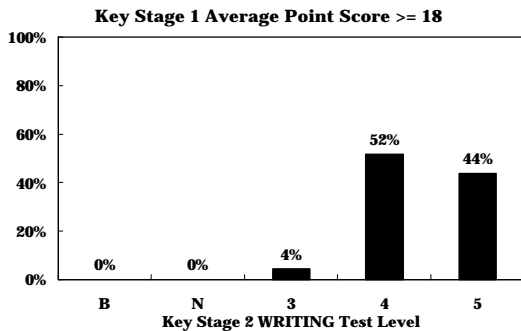
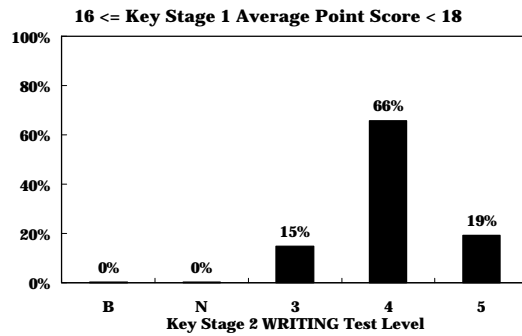
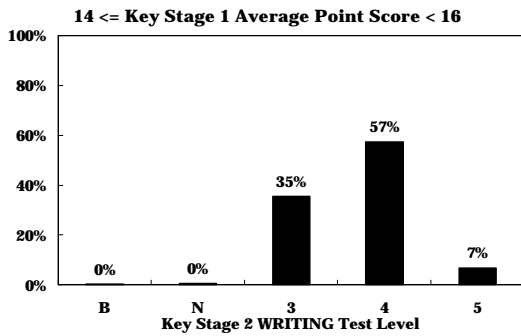
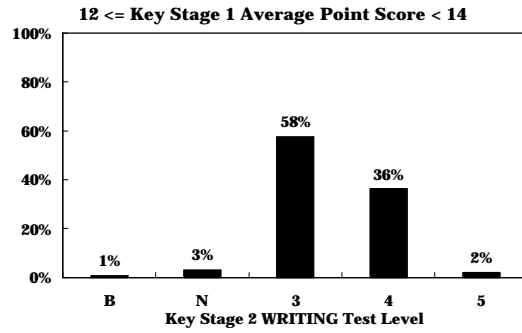
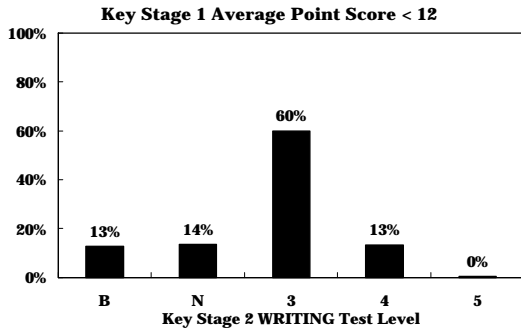
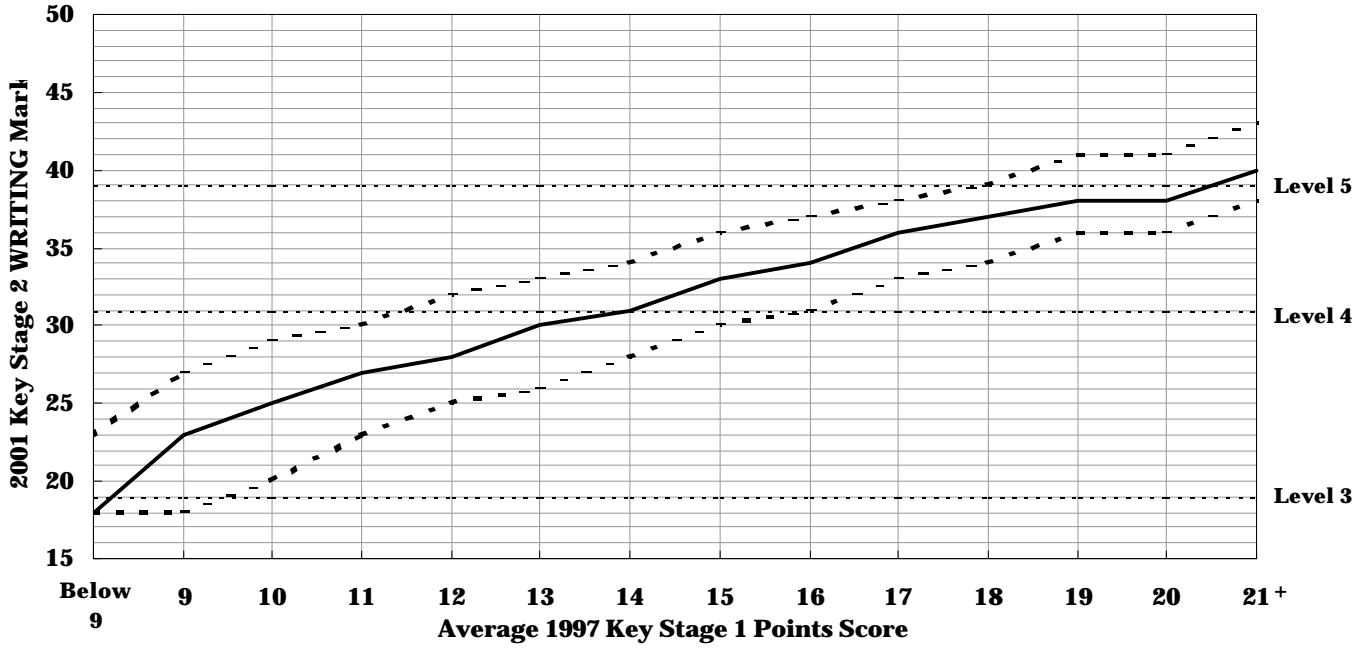
Graph 2.1 2001 Key Stage 2 ENGLISH Value Added Line & Progress Charts



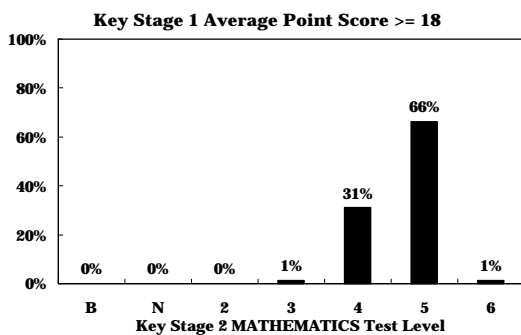
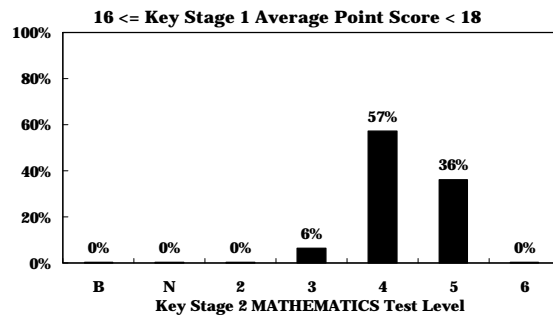
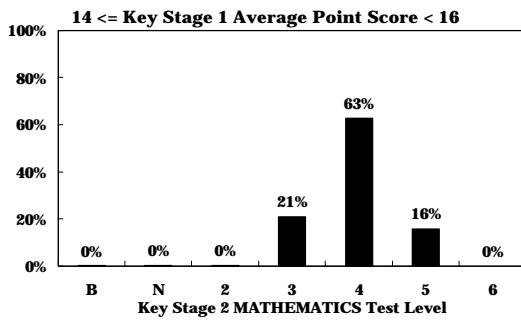
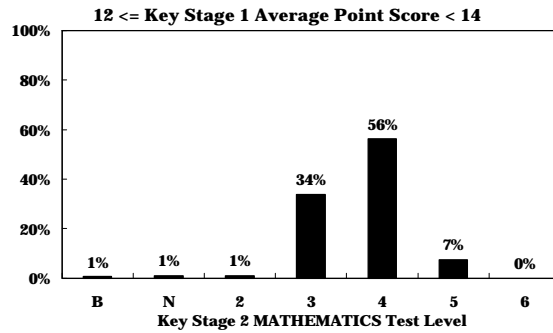
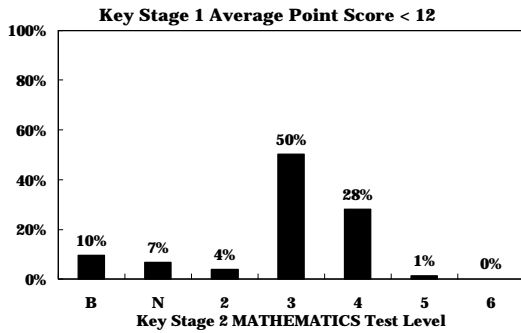
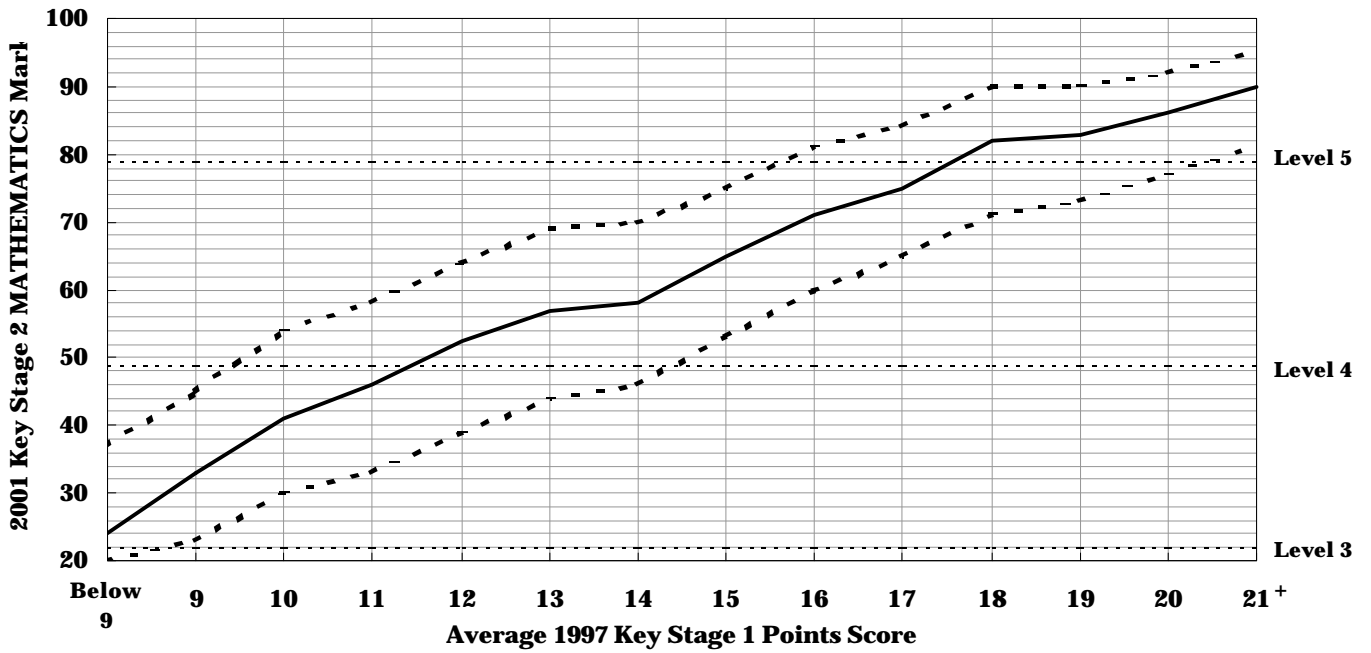
Graph 2.2 2001 Key Stage 2 READING Value Added Line & Progress Charts



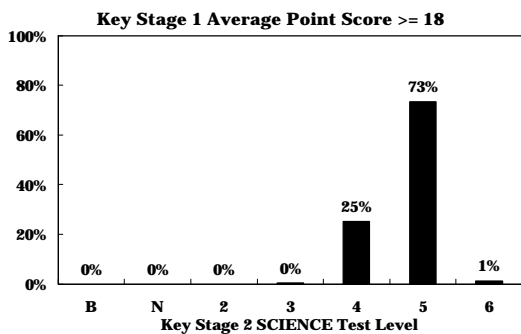
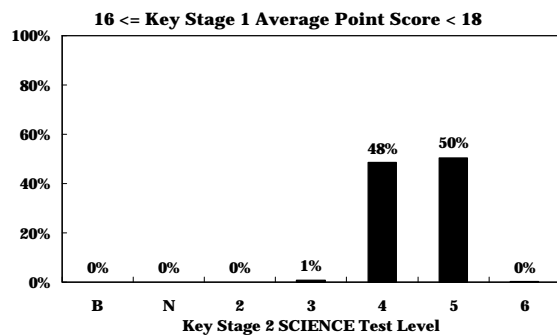
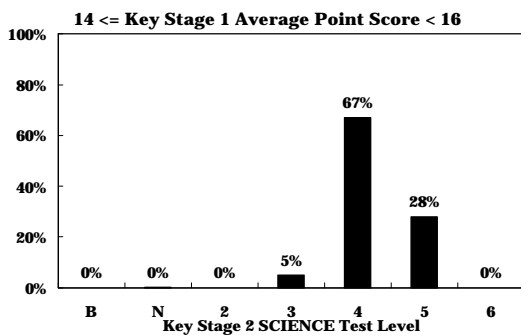
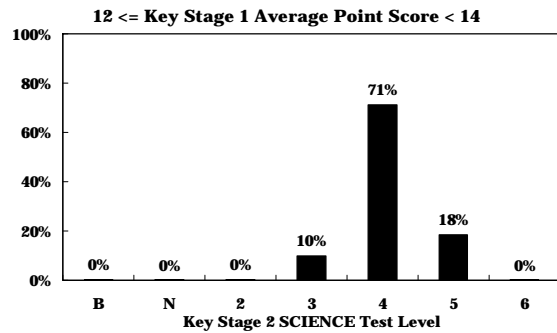
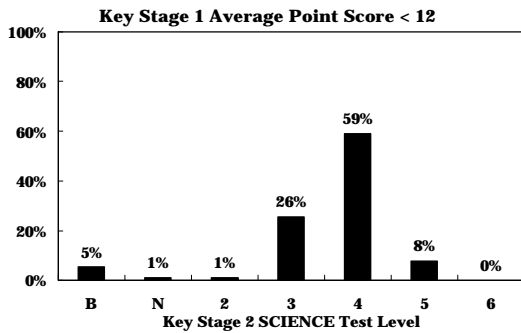
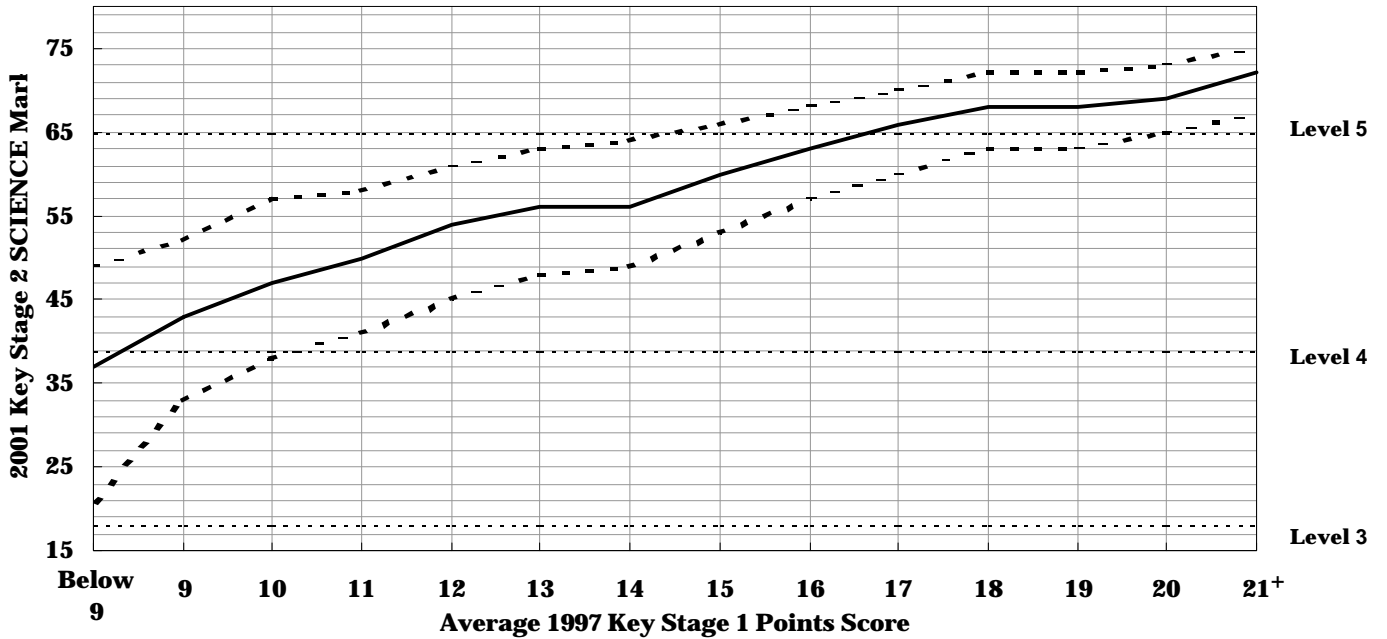
Graph 2.3 2001 Key Stage 2 WRITING Value Added Line & Progress Charts



Graph 2.4 2001 Key Stage 2 MATHEMATICS Value Added Line & Progress Charts



Graph 2.5 2001 Key Stage 2 SCIENCE Value Added Line and Progress Charts



SECTION 3

NATIONAL BENCHMARK INFORMATION

Using School Level Results

The Purpose Of This Section

This section enables you to compare your school's 2001 KS2 results with the ranges of performance of schools nationally, and with those for particular sub-groups of schools. The benchmark tables cover maintained schools in England, excluding special schools and pupil referral units (PRUs).

The tables show the distribution of performance of schools grouped a) on the basis of school level prior attainment, and b) by one measure of pupil disadvantage: the proportion of pupils known to be eligible for free school meals (FSM). Part-time pupils (those below compulsory school age) have been excluded from the calculation of the FSM proportion. These pupils are known to be much less likely to be reported as being in receipt of a free meal and their absence from the calculation improves primary school comparisons.

How To Use The Information

The following tables present the performances of schools at key points in the national distributions. For example, the median shows the results achieved by a school at the middle of the distribution (i.e. half of the schools achieved higher levels of performance and half lower). The upper quartile (UQ) shows the results of a school that is three quarters of the way up the national distribution and the lower quartile (LQ) shows performance bettered by three quarters of all schools. Half of all schools fall on or between the upper and lower quartiles. The tables show what your school is achieving in different subjects relative to other schools, and will give an indication of relative strengths and weaknesses. No two schools have the same characteristics: you should consider other information – especially value added information from Section 2 – to help interpret your position in the tables.

Pupil and School Data You Will Need

To use the national benchmark tables you will need to calculate the percentage of pupils at level 4 (or 5) and above, and your school's average points score for each of the KS2 subjects.

The percentage of pupils at level 4 (or 5) and above is defined as the number of pupils reaching level 4 (or 5) and above, divided by the number of pupils eligible for assessment. This is the same definition as used in the national results section (see Example 1, page 6).

Your school's average points score for a KS2 subject is calculated by allocating the points score to the KS2 level achieved by each pupil in that subject (as shown in Table 5.3 on page 32), and then taking the average of those points scores. Pupils who were absent or disapplied are excluded from your pupils' average points score calculation. You can use the ready reckoner on page 33 for this calculation.

Example 3: In Mathematics, using Example 1 pupil numbers, 1 pupil reached Level 6, 8 gained Level 5, 23 attained Level 4, 3 achieved Level 3, 2 pupils were absent and 3 were disapplied. Therefore, 32 of the 40 eligible pupils attained test level 4 or above, of whom 9 achieved Level 5 or better. The percentages gaining Level 4 (Level 5) and above are 80% and 23% respectively. The school average points score for Mathematics is $(1 \times 39) + (8 \times 33) + (23 \times 27) + (3 \times 21) / 35 = 987 / 35 = 28.2$

National Benchmarks

Table 3.1 (page 23) shows the distributions of performance for schools nationally enabling you to benchmark your school against national results. The blank columns in the table allow you to insert your school's results so that you can position your performance in the distribution.

Prior Attainment Benchmarks

Tables 3.2 - 3.6, (pages 24 to 26), show the performance distributions for schools grouped by school level prior attainment at KS1 in 1997. The flow chart in **Figure 1** (page 24) will help you identify which table(s) to use to assess your performance. You should choose the table(s) that most closely reflects the characteristics of your school. Blank columns have been provided for you to insert your results.

To use these tables you will need to calculate your school's KS1 average points score for all pupils who took the tests/tasks in your school in 1997. You can use the ready reckoner on page 33 for this calculation.

Free School Meal (FSM) Benchmarks

Tables 3.7 - 3.11, (pages 27 to 29), show the performance distributions for schools grouped by proportions of pupils known to be eligible for free school meals. The flow chart in **Figure 2** (page 27) will help you identify which table(s) to use to assess your performance. You should choose the table(s) that most closely reflects the characteristics of your school. Blank columns have been provided for you to insert your results.

To use the FSM benchmarks you will need to calculate the percentage of pupils known to be eligible for free school meals in your school. You gave the information for this calculation in your January 2001 Annual Schools Census return. You should divide the numbers of **full time** pupils known to be eligible for free school meals by the total **full time** pupils on roll, less boarding pupils (if any).

Some Questions To Consider:

When analysing your school's performance, it is helpful to probe for reasons why pupils have made better or worse progress than expected. The questions listed below are useful for identifying priorities and strategies for school improvement.

- How does the school's performance in English, mathematics and science relate to the range of performance shown by other similar schools?

- Where performances have improved over last year, what changes in teaching practice do teachers feel have contributed?
- If there are significant differences between the performances of pupils in the three subjects, can teachers identify any features of organisation or teaching that contribute to success?
- Are any of the features contributing to success transferable across the school as a whole and, particularly, in the less successful subjects?
- With the help of the LEA, can any better performing schools in the same or adjacent prior attainment (or FSM) group be identified?
- In practice, how can networking with better performing schools best be built into the school's development plan?
- How does the information about pupil progress from Section 2 fit with the school's performance relative to other schools with similar prior attainment or similar levels of pupils with FSM?
- Does the comparison of current relative school performance indicate that you have been stretching enough in your expectations of pupils?
- From the comparisons and discussions, what are the emerging priorities for each of the core subjects? Are any of these priorities worth adopting as a whole school issue?

Table 3.1 All maintained, mainstream schools with Key Stage 2 pupils**Percentage of pupils achieving Level 4 and above**

	95%	UQ	60%	Median	40%	LQ	5%
English	100	88	82	78	74	66	47
Mathematics	97	85	78	74	69	61	41
Science	100	97	94	91	89	83	65

Percentage of pupils achieving Level 5 and above

	95%	UQ	60%	Median	40%	LQ	5%
English	59	39	31	27	22	16	5
Mathematics	53	34	27	23	20	14	3
Science	69	47	38	32	27	20	6

Average KS2 points score achieved¹

	95%	UQ	60%	Median	40%	LQ	5%
English	30.2	28.5	27.7	27.2	26.7	25.7	23.5
Mathematics	29.8	28.1	27.2	26.8	26.2	25.4	23.2
Science	31.1	29.6	28.9	28.5	28.1	27.3	25.3

¹ Use 'Ready Reckoner' provided on page 33, to calculate your school's KS2 average points score.

Benchmark Tables: Based On Schools' 1997 Key Stage 1 Results.

Details are given in the Section 5 for the system for assigning points to levels. The Ready Reckoner (page 34) shows you how to calculate your school's 1997 Key Stage 1 average test/task points score.

Figure 1 Tables Of Key Stage 2 National Benchmarks Based On 1997 Key Stage 1 Average Points Score

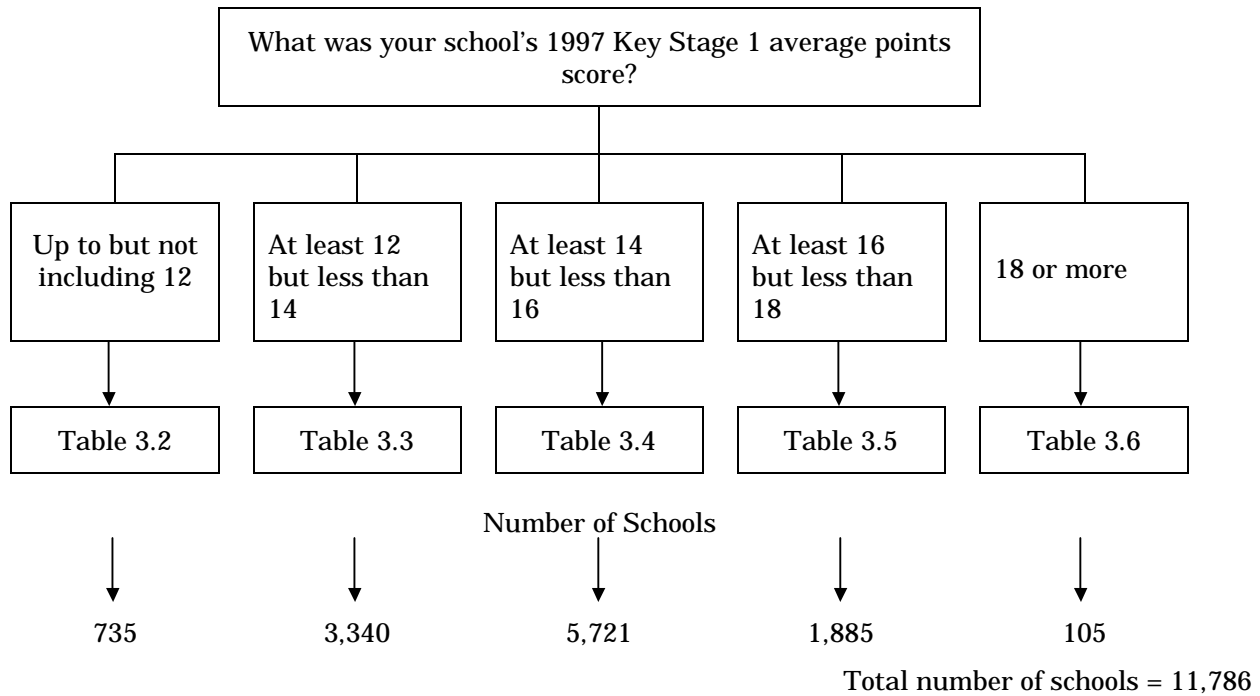


Table 3.2: Schools with 1997 Key Stage 1 average points score of: Up to but not including 12

Percentage of pupils achieving Level 4 and above

	95%	UQ	60%	Median	40%	LQ	5%
English	81	65	59	55	50	44	29
Mathematics	83	64	56	51	47	40	23
Science	100	87	80	77	72	66	46

Percentage of pupils achieving Level 5 and above

	95%	UQ	60%	Median	40%	LQ	5%
English	33	18	13	11	8	5	0
Mathematics	32	16	11	9	7	4	0
Science	50	25	18	14	12	7	0

KS2 average points score achieved¹

	95%	UQ	60%	Median	40%	LQ	5%
English	27.5	25.6	24.9	24.4	23.9	23.1	21.4
Mathematics	27.6	25.5	24.6	24.1	23.7	23.0	21.0
Science	30.0	27.7	27.0	26.5	26.0	25.3	23.4

¹ Use 'Ready Reckoner' provided on page 33, to calculate your school's average KS2 points score.

Table 3.3: Schools with 1997 Key Stage 1 average points score of**at least 12 but less than 14****Percentage of pupils achieving Level 4 and above**

	95%	UQ	60%	Median	40%	LQ	5%
English	91	78	73	69	65	59	42
Mathematics	90	76	69	65	61	54	37
Science	100	93	89	86	83	78	60

Percentage of pupils achieving Level 5 and above

	95%	UQ	60%	Median	40%	LQ	5%
English	44	28	22	19	16	11	3
Mathematics	40	25	20	17	14	10	2
Science	57	36	29	24	20	14	4

KS2 average points score achieved¹

	95%	UQ	60%	Median	40%	LQ	5%
English	28.8	27.1	26.5	26.0	25.6	24.9	23.1
Mathematics	28.5	27.0	26.1	25.7	25.3	24.5	22.7
Science	30.3	28.7	28.1	27.7	27.2	26.6	24.8

Table 3.4: Schools with 1997 Key Stage 1 average points score of:**at least 14 but less than 16****Percentage of pupils achieving Level 4 and above**

	95%	UQ	60%	Median	40%	LQ	5%
English	100	89	85	82	79	73	57
Mathematics	100	86	81	78	75	68	51
Science	100	98	95	93	91	87	73

Percentage of pupils achieving Level 5 and above

	95%	UQ	60%	Median	40%	LQ	5%
English	59	42	35	31	27	21	9
Mathematics	52	36	30	27	23	18	7
Science	69	50	40	36	31	24	9

KS2 average points score achieved¹

	95%	UQ	60%	Median	40%	LQ	5%
English	30.2	28.8	28.1	27.7	27.3	26.6	24.8
Mathematics	29.8	28.3	27.6	27.2	26.8	26.1	24.3
Science	31.1	29.8	29.2	28.8	28.5	27.8	26.2

¹ Use 'Ready Reckoner' provided on page 33, to calculate your school's average KS2 points score.

Table 3.5: Schools with 1997 Key Stage 1 average points score of:**at least 16 but less than 18****Percentage of pupils achieving Level 4 and above**

	95%	UQ	60%	Median	40%	LQ	5%
English	100	96	92	90	88	83	69
Mathematics	100	94	89	87	84	78	63
Science	100	100	100	97	96	93	83

Percentage of pupils achieving Level 5 and above

	95%	UQ	60%	Median	40%	LQ	5%
English	71	55	47	42	38	31	15
Mathematics	67	49	41	37	33	26	11
Science	79	60	52	47	42	33	15

KS2 average points score achieved¹

	95%	UQ	60%	Median	40%	LQ	5%
English	31.1	29.9	29.3	29.0	28.6	27.9	26.3
Mathematics	30.8	29.4	28.8	28.5	28.1	27.4	25.5
Science	31.8	30.6	30.0	29.7	29.3	28.7	27.2

Table 3.6: Schools with 1997 Key Stage 1 average points score of:**greater than 18****Percentage of pupils achieving Level 4 and above**

	95%	UQ	60%	Median	40%	LQ	5%
English	100	100	98	95	93	86	73
Mathematics	100	100	95	93	90	83	53
Science	100	100	100	100	100	96	81

Percentage of pupils achieving Level 5 and above

	95%	UQ	60%	Median	40%	LQ	5%
English	100	67	58	54	50	42	25
Mathematics	95	63	52	50	42	31	0
Science	100	69	63	58	50	39	4

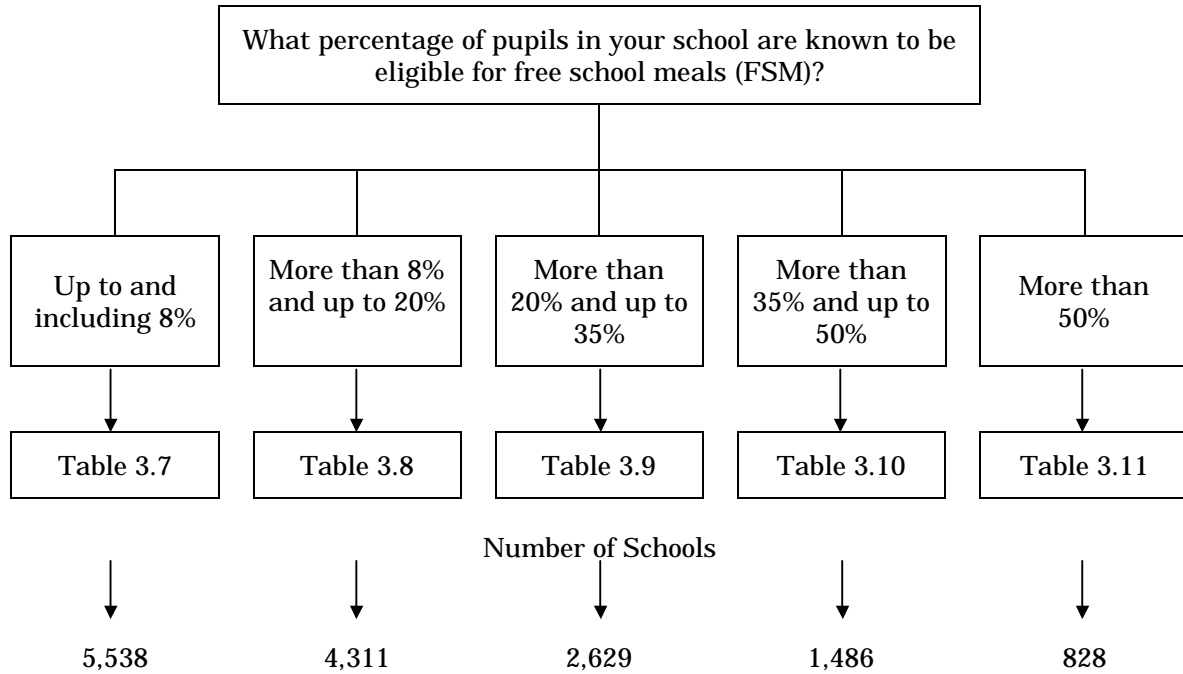
Average KS2 points score achieved¹

	95%	UQ	60%	Median	40%	LQ	5%
English	33.0	31.0	30.2	30.0	29.5	29.0	27.1
Mathematics	32.7	30.5	30.0	29.5	28.8	28.0	25.1
Science	33.0	31.1	30.7	30.4	30.0	29.3	26.4

¹ Use 'Ready Reckoner' provided on page 33, to calculate your school's average KS2 points score.

Key Stage 2 National Benchmarks Based On Free School Meals (FSM)

Figure 2 Tables of Key Stage 2 National Benchmarks For Schools Based On The Annual School Census Information



Total number of schools = 14,792

Table 3.7: Schools with pupils known to be eligible for FSM of: up to and including 8%

Percentage of pupils achieving Level 4 and above

	95%	UQ	60%	Median	40%	LQ	5%
English	100	93	89	87	84	79	64
Mathematics	100	90	85	82	79	73	57
Science	100	100	97	96	94	91	79

Percentage of pupils achieving Level 5 and above

	95%	UQ	60%	Median	40%	LQ	5%
English	67	50	41	37	33	26	11
Mathematics	60	43	36	32	28	22	8
Science	75	55	47	42	37	29	13

KS2 average points score achieved¹

	95%	UQ	60%	Median	40%	LQ	5%
English	30.8	29.4	28.8	28.4	28.0	27.3	25.5
Mathematics	30.4	28.9	28.2	27.8	27.4	26.7	24.9
Science	31.5	30.2	29.7	29.3	29.0	28.3	27.0

¹ Use 'Ready Reckoner' provided on page 33, to calculate your school's average KS2 points score.

Table 3.8: Schools with pupils known to be eligible for FSM of:
more than 8% and up to 20%

Percentage of pupils achieving Level 4 and above

	95%	UQ	60%	Median	40%	LQ	5%
English	96	86	81	78	75	70	56
Mathematics	95	83	77	74	70	64	49
Science	100	97	93	92	89	85	73

Percentage of pupils achieving Level 5 and above

	95%	UQ	60%	Median	40%	LQ	5%
English	53	38	31	27	24	19	8
Mathematics	49	33	27	24	21	17	6
Science	65	45	37	33	29	22	9

KS2 average points score achieved¹

	95%	UQ	60%	Median	40%	LQ	5%
English	29.8	28.3	27.6	27.2	26.9	26.2	24.6
Mathematics	29.4	27.9	27.1	26.8	26.4	25.7	24.1
Science	30.9	29.5	28.8	28.5	28.2	27.6	26.1

Table 3.9: Schools with pupils known to be eligible for FSM of:
more than 20% and up to 35%

Percentage of pupils achieving Level 4 and above

	95%	UQ	60%	Median	40%	LQ	5%
English	89	78	72	69	66	60	46
Mathematics	90	75	69	65	61	54	39
Science	100	93	88	86	83	77	62

Percentage of pupils achieving Level 5 and above

	95%	UQ	60%	Median	40%	LQ	5%
English	43	27	22	19	17	13	5
Mathematics	40	25	20	17	15	11	3
Science	57	36	29	25	21	15	5

KS2 average points score achieved¹

	95%	UQ	60%	Median	40%	LQ	5%
English	28.7	27.1	26.4	26.1	25.7	25.0	23.4
Mathematics	28.5	26.9	26.1	25.7	25.3	24.6	23.0
Science	30.3	28.7	28.1	27.7	27.3	26.6	25.1

¹ Use 'Ready Reckoner' provided on page 33, to calculate your school's average KS2 points score.

Tale 3.10: Schools with pupils known to be eligible for FSM of:
more than 35% and up to 50%
Percentage of pupils achieving Level 4 and above

	95%	UQ	60%	Median	40%	LQ	5%
English	86	72	65	61	57	50	35
Mathematics	88	70	63	58	54	47	30
Science	100	91	85	81	77	70	52

Percentage of pupils achieving Level 5 and above

	95%	UQ	60%	Median	40%	LQ	5%
English	36	22	17	14	11	8	0
Mathematics	37	20	15	13	10	7	0
Science	54	31	23	19	16	11	2

Average KS2 points score achieved¹

	95%	UQ	60%	Median	40%	LQ	5%
English	28.1	26.3	25.5	25.1	24.6	23.9	22.2
Mathematics	28.2	26.2	25.4	24.9	24.4	23.7	21.9
Science	30.1	28.3	27.5	27.0	26.6	25.8	24.0

Table 3.11: Schools with pupils known to be eligible for FSM of:
more than 50%
Percentage of pupils achieving Level 4 and above

	95%	UQ	60%	Median	40%	LQ	5%
English	83	68	61	57	53	47	31
Mathematics	84	69	60	56	51	43	25
Science	98	89	83	79	75	68	48

Percentage of pupils achieving Level 5 and above

	95%	UQ	60%	Median	40%	LQ	5%
English	35	19	14	11	9	6	0
Mathematics	35	18	13	11	9	5	0
Science	52	29	21	17	14	9	0

Average KS2 points score achieved¹

	95%	UQ	60%	Median	40%	LQ	5%
English	27.8	25.9	25.0	24.6	24.0	23.4	21.5
Mathematics	28.0	26.0	25.1	24.6	24.0	23.3	21.5
Science	29.9	28.0	27.3	26.8	26.4	25.5	23.5

¹ Use 'Ready Reckoner' provided on page 33, to calculate your school's average KS2 points score.

SECTION 4**OFSTED'S
PERFORMANCE AND
ASSESSMENT REPORT
(PANDA)**

To be distributed to schools by late October.

Online PANDA reports will be available before the printed copies are delivered to schools, via the ePANDA website:

www.ofstedpandas.gide.net

As soon as the online PANDAs are available, you will receive a letter with a unique password and some brief instructions about how you can access your school's PANDA.

Should the printed copy of your PANDA report not reach you within two weeks of receipt of that letter, a number will be provided for telephone queries relating to delivery.

SECTION 5

Tables of Point Score Equivalencies

Table 5.1: KS1 1997, 1998, 1999, 2000, 2001 Reading Comprehension Test/Task Point Scores		
Test Level	Task Level	Points
-	A – Absent	Disregard
-	D – Disapplied	Disregard
-	W – Working towards Level 1	3
-	Level 1	9
-	Level 2C	13
-	Level 2B	15
-	Level 2A	17
Level 3	-	21
Level 4+	-	27

Table 5.2: KS1 1997, 1998, 1999, 2000, 2001 Point Scores			
Test/task Outcomes	Writing	Spelling	Mathematics
A – Absent	Disregard	Disregard	Disregard
D – Disapplied	Disregard	Disregard	Disregard
W – Working towards Level 1	3	-	3
L – Lower than Level 2	-	9	-
X - Not required to take the test			
Level 1	9	-	9
Level 2C	13	-	13
Level 2B or undifferentiated Level 2	15	15	15
Level 2A	17	-	17
Level 3	21	21	21
Level 4+	27	-	27

Table 5.3: KS2 1997, 1998, 1999, 2000, 2001 Point Scores			
Test Outcome	English	Mathematics	Science
A - Absent	Disregarded	Disregarded	Disregarded
D - Disapplied	Disregarded	Disregarded	Disregarded
B - Working below the level of the test N - Below Level 2 threshold Compensatory Level 2	15	15	15
Level 3	21	21	21
Level 4	27	27	27
Level 5	33	33	33
Level 6	39	39	39

2001 Key Stage 2 Ready Reckoner

Use this ready reckoner to determine your school's average points score for Key Stage 2 English, Mathematics and Science. Photocopy this sheet to calculate averages for each test.

Name of Test:

Possible Outcome	A	D	N	B	2	3	4	5	6
Points Score	Disregard	Disregard	15	15	15	21	27	33	39

Number of pupils at each level ¹	X	X							
---	----------	----------	--	--	--	--	--	--	--

= Total number of relevant pupils³

Total points score for that level ²	X	X							
--	----------	----------	--	--	--	--	--	--	--

= Overall total points score³

$$\text{School Average}^4 = \frac{\text{Overall total points score}}{\text{Total number of relevant pupils}}$$

$$= \frac{\input{width: 100px; height: 30px; type="text}}{\input{width: 100px; height: 30px; type="text}} = \input{width: 50px; height: 30px; type="text}$$

¹ Record the number of pupils at each level, - each pupil should not appear more than once.

² Calculate the points score total for each level by multiplying the number of pupils at each level by the points score for that level

³ Sum the total number of relevant pupils and the overall total points score

⁴ The school's points score average is the overall total points score divided by the total number of relevant pupils

Ready Reckoner for KS2 Prior Attainment Benchmarks

This ready reckoner calculates your school's KS1 average point score in 1997

Possible Outcome	A	D	w	1 or L (Sp)	2C	2B or 2 (Sp)	2A	3	4
Points Score	Disregard	Disregard	3	9	13	15	17	21	27

KS1 1997 reading test/task

Number of pupils at each level ¹	X	X								=	<input type="text"/>	Number of relevant pupils for reading ³
Total points score for that level ²	X	X								=	<input type="text"/>	Total points score for reading ³

KS1 1997 writing test/task

Number of pupils at each level	X	X								=	<input type="text"/>	Number of relevant pupils for writing
Total points score for that level	X	X								=	<input type="text"/>	Total points score for writing

KS1 1997 spelling test

Number of pupils at each level	X	X	X		X		X		X	=	<input type="text"/>	Number of relevant pupils for spelling
Total points score for that level	X	X	X		X		X		X	=	<input type="text"/>	Total points score for spelling

KS1 1997 mathematics test/task

Number of pupils at each level	X	X								=	<input type="text"/>	Number of relevant pupils for mathematics
Total points score for that level	X	X								=	<input type="text"/>	Total points score for mathematics

¹ Record the number of pupils at each level in each test/task, - each pupil should not appear more than once in a row.

² Calculate the total points score for each level by multiplying the number of pupils at each level by the points score for that level.

³ Sum the number of relevant pupils and the total points score for each test/task.

Ready Reckoner for KS2 Prior Attainment Benchmarks (Cont'd)

School Average point score for 1997 KS1

reading ¹	= $\frac{\text{total points score}}{\text{number of relevant pupils}}$	=	<table border="1" style="width: 50px; height: 20px; border-collapse: collapse;"><tr><td style="width: 50%; height: 10px;"></td></tr><tr><td style="width: 50%; height: 10px;"></td></tr></table>			=	<table border="1" style="width: 80px; height: 30px; border-collapse: collapse;"></table>
writing	= $\frac{\text{total points score}}{\text{number of relevant pupils}}$	=	<table border="1" style="width: 50px; height: 20px; border-collapse: collapse;"><tr><td style="width: 50%; height: 10px;"></td></tr><tr><td style="width: 50%; height: 10px;"></td></tr></table>			=	<table border="1" style="width: 80px; height: 30px; border-collapse: collapse;"></table>
spelling	= $\frac{\text{total points score}}{\text{number of relevant pupils}}$	=	<table border="1" style="width: 50px; height: 20px; border-collapse: collapse;"><tr><td style="width: 50%; height: 10px;"></td></tr><tr><td style="width: 50%; height: 10px;"></td></tr></table>			=	<table border="1" style="width: 80px; height: 30px; border-collapse: collapse;"></table>
mathematics	= $\frac{\text{total points score}}{\text{number of relevant pupils}}$	=	<table border="1" style="width: 50px; height: 20px; border-collapse: collapse;"><tr><td style="width: 50%; height: 10px;"></td></tr><tr><td style="width: 50%; height: 10px;"></td></tr></table>			=	<table border="1" style="width: 80px; height: 30px; border-collapse: collapse;"></table>
Overall KS1 1997 point score ²	= $\frac{\text{reading} + \text{writing} + \text{spelling} + \text{mathematics}}{4}$	=	<table border="1" style="width: 80px; height: 30px; border-collapse: collapse;"></table>				

¹ The school's points score average for each test/task is the total points score divided by the number of relevant pupils.

² The school's overall 1997 KS1 point score is the average of the point scores for reading, writing, spelling and mathematics.

SECTION 6

USEFUL CONTACTS

General Information

For general information please contact:

DfES

Public Enquiry Unit,
PO Box 12,
Runcorn,
Cheshire.
WA7 2GJ

Telephone number: 0870 000 2288
email: autumn.package@dfes.gsi.gov.uk

Qualifications and Curriculum Authority (QCA)

Assessment Division,
83 Piccadilly,
London.
W1J 8QA
Telephone number: 020 7509 5555

OFSTED

Alexandra House,
33 Kingsway,
London.
WC2B 6SE

Telephone number: 020 7421 6800
email: RAI_Helpdesk@ofsted.gov.uk

PANDA Helpline: 020 7421 6840 or
020 7421 6633

Electronic versions of each school's PANDA can be accessed via the Internet website address at:

www.ofstedpandas.guide.net

Further information and electronic versions of this *Package* can also be found on the Internet at the Dfes's Standards site at:

www.standards.dfes.gov.uk/performance

Publication Offices

If you would like copies of any of the additional publications mentioned in the *Package* please contact the relevant Publication Office:

DfES

Publications,
PO Box 5000,
Sudbury,
Suffolk.
CO10 6YJ
Telephone number: 0845 602 2260
Fax: 0845 603 3360

OFSTED

Publications Centre,
PO Box 6927,
London.
E3 3NZ
Telephone number: 020 7510 0180

N.B. Please note that PANDA reports are not available from the Publications Centre. Schools are responsible for creating extra copies of their PANDA report

QCA

Publications,
PO Box 99,
Sudbury,
Suffolk.
C010 6SN
Telephone number: 01787 884 444
Fax: 01787 312 950

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